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Review of related literature

3.1 Introduction

Today science and technology has advanced to such an extent that the inventions of the one day are out dated on the other day. But then too this advancement and new inventions adds to the knowledge and knowledge is increasing in all the dimensions. Due to these inventions various branches of knowledge and sciences came into existence and knowledge explosion is seen. Man is the only animal who takes the advantage of this knowledge. Human knowledge has three phases’ preservation, transmission and advancement.

The past researches related to the problem and the related literature including the variables of the problem and the different aspects or the steps of research are helpful for the researcher. Thus, for any specific research, the research must be thoroughly familiar with both the previous theory and related researcher to do the review of the related literature and hence review the theoretical and research literature.

3.2 Review of related literature

Meaning and Definition

Review of Literature consists of two words, review and literature. In the field of research the word literature indicates towards a knowledge which is dogmatic, practical and is useful for research purpose. Thus, literature refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. Review means to organize the knowledge of the various fields in which research has been done and to verify the utility of these studies for a particular problem area.

The review of literature requires synthesizing the available knowledge of the field in a unique way to provide the rationale for his study. It is highly creative and tedious.

Related literature means all the type of books, encyclopaedia, journal, published and unpublished research papers, thesis, magazines, newspapers etc which are related to problem
area and which aid the researcher in the formation of hypothesis, selection of tools, research method etc.

Thus reviewing the literature includes identification of all the relevant published material in the problem area and reading that part of it with which the researcher develops the foundation of ideas and results on which his study will be built. Thus, it establishes the background in the field for the researcher and provides the reader a summary for them to understand the study.

Definitions

“The review of related literature, however, is an important as any other compartment of research process and it can be conducted quite painlessly if it is approached in an orderly manner. Some of the researchers even find the process quite enjoyable.”

“Survey of related literature helps us to know whether evidence already available to solve problem adequately without further investigation and thus save duplication. It may contribute to general scholastic ability of investigator by providing ideas, theories and explanations, help in formulating, approximate method of research.”

According to Walter. R. Borg

“The literature in any field forms the foundation upon which all future work will be built. If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to shallow and naïve and will often duplicate work has already been done better by someone else.’’

3.3 Need of related literature

The following points depict the need of the review of literature-

- To provide a source of problem of study
- To identify and select the problem of research
- To review the related previous research
- To do the quantitative and qualitative analysis of the previous research in the relevant area
- To avoid the replication of study
- To direct the researcher about the research work and the steps of research
- To plan and conduct the study
• To update the researcher with the previous researches and the related literature
• To formulate the hypothesis
• To acknowledge the researcher with the method of research, tools and statistics
• To provide the rationale for the study
• To justify the endeavour of the researcher related to his research
• To know the past and design research to build on what is known and study what is not studied
• To avoid wastage of the researchers time, money and energy
• To form base for new research because if it is not based on a thorough review of the literature, it becomes an isolated entity bearing at best accidental relevance to what has done before.

Thus the review of literature indicates the clear picture of the problem to be solved and gives direction to the researcher for his research work. It gives vision to the researcher.

3.4 Aims of related literature

Following are the aims review of the related literature

• To know the situation of research
• To avoid the repetition of the research
• To establishes appropriate suitable research method related to the problem
• To make attainable thoughts, principles, definitions and hypothesis related to research, and helpful to the research.

To make clarity about the methods, experiments, tools, statistical methods etc. related to and useful to research.

3.5 Sources of review of the related literature

Following are the sources of the review of the related literature

• Bibliographies
• Bulletins
• Dictionaries
• Documents
• Educational indices
• Encyclopaedias
• Journals and periodicals
• Quotation sources
• Surveys & year book etc.

3.6 Importance of review of the related literature

By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely and his endeavour would be likely to add knowledge in meaningful way. Following are the importance of review of the related literature.

A review of the literature would develop the insight of the investigator. The information thus, gained will save time of researcher.

Review of related researcher furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques.

• It makes researchers alert to research possibilities that have been overlooked.
• It helps in locating comparatives data useful in the interpretation of results
• It prevents pointless repetition of research
• Review of related literature helps the researcher to know in detail all related research progress but not yet completed or reported
• Review of literature helps the researcher to find what is already known, what others have attempted to find out, what methods are sued in the research work and what problem remain to be solved
• It provides idea, theories, explanations, hypothesis or methods of research, valuable in formulating and studying the problem
• It is the basis of most of the research projects and it forms the foundation upon which all the future work will be built
• Without the review of related literature the researcher cannot develop a research project that will contribute something to the knowledge existing in his field
3.7 Review of relevant (past) literature

Parb, H., and Lee, Adam R., (1996), Learners Anxiety, Self-Confidence and Oral Performance,
**Objectives:** To examine the relationship between L2 learner’s anxiety, self-confidence and oral performance.

**Findings:**
- The results of the analyses showed that there were significant effects of anxiety and self-confidence on L2 learner’s oral performance.
- The higher anxious the students were about speaking English, the lower scores they gained on their oral performance.
- The higher confident they were, the higher oral performance they showed the correlation analyses of anxiety/confidence and the elements of oral performance showed that confidence was more closely correlated with the L2 learner’s attitude and interaction including communication strategies and social conversation skills of oral performance, while anxiety was more negatively correlated with the L2 learner’s range of oral performance such as vocabulary and grammar.

Dhall Shikha & Thkral Praveen, (2000), Intelligence as related to self-confidence and academic achievement of school students

**Objectives:**
- To find out relationship between intelligence and self-confidence of secondary school students.
- To explore the relationship between intelligence and academic achievement among secondary school students.
- To find out sex difference among the boys and girls of secondary school with regard to intelligence, self-confidence and academic achievement.

**Hypothesis:**
- There exists significant relationship between Self-confidence and Intelligence in respect of secondary school students.
- There exists significant relationship between Self-confidence and Intelligence in case of secondary school boys.
The results of the study revealed that Intelligence is significantly and positively related with self-confidence and Academic Achievement.

_**Findings:**_
The results of the study revealed that Intelligence is significantly and positively related with self-confidence and Academic Achievement.

**Olivia, Sr. M., (2002)** A psychological Education Input for the Enhancement of Self-Concept and Achievement motivation in the first year Degree Students of Apostolic Carvel college

**Objectives:**
-To develop a psychological education input program for the enhancement of self-concept and achievement motivation among college students.
-To study the effect of the program on the self-confidence and achievement motivation of the students to whom the input treatment is given.
-To explicate special individual features of growth and identify specific changes in thought processes and behavior of a few cases out of those who gained high self-concept, high self-confidence and achievement motivation through the input treatment.

**Findings:**
-The three-phased input program was effective in significantly raising the self-concept, self-confidence and achievement motivation.
-Self-knowledge, self-understanding, self-acceptance and self-discovery were intensified through the input exercises on ‘self’.

-The input program helped in deepening of achievement imagery and in developing a strong sense of altruism.

Deshmukh, (2000), investigated on anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students with high and low self-concept.

**Objective:**

- To study the effect of high self concept on anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students.

- To study the effect of low self concept on anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students.

**Sample-** The sample consisted of 832 students ranging in age from 16 to 20 years studying in XII^{th} standard, in Amravati. All the 832 self-concept scores of students are classified into two extreme groups viz. high and low, P73 and P27 being the cutting points.

**Results/Findings**

- The results of the study reveal that high and low self-concept groups of junior college students differ significantly on anxiety and intelligence.

- These groups do not differ significantly on goal discrepancy and academic achievement.


**Objective:**

The present study was conducted to determine if selected primary and junior high Indian students self-confidence was related to grade level and to the number of years enrolled in a particular bureau of Indian affairs boarding school.

**Sample-** The sample consisted of 144 elementary and junior high Indian students from a BIA boarding school located in Oklahoma.
**Tool**: The instrument used was the Barclay classroom climate inventory (1972), a multiple-needs assessment system which utilized multiple inputs from self-report, peer judgments, and teacher expectations. The instrument had within its dimensions four self-report scales which measured the student’s perception of his own interpersonal relationship skill competencies. The four scales served as the self-confidence measure and are defined as follows:

1. **Artistic-Intellectual**. The scale measures self-competency skills in the intellectual, scientific, and artistic domain.
2. **Realistic-Masculine**. This factor focuses on concrete abilities and skills of masculine and practical nature.
3. **Social-Conventional**. The social-conventional orientation reflects concern for others, affiliation, and succourance of others through social reinforcement.
4. **Enterprising**. This scale measures leadership ability, creativity, and the ability for divergent thinking.
5. The subjects responded to the self-report scales by placing a check mark next to the particular skill item believed to be possessed. A total self score was determined by summing up all the checked skill items for all four self scales.

**Findings**:

- The present study found that, for one particular sample of Indian students, a significant negative association did exist between grade level and the classification of self-confidence.
- The students in the higher grade levels tended to check fewer skilled competencies than did the students in the lower grades. However, it should be noted that students in each grade level differed in their length of enrolment at the boarding school. For example, a portion of the fifth grade students may have attended the school for four complete years while the remainder for only two or three years.
- Therefore, a second analysis was computed which attempted to relate number of years enrolled in the school and classification of self-confidence.

The result was a chi-square value of 3.4, which was not significant. Thus an increase in the number of years enrolled in boarding school did not result in a decrease in the number of self skill competencies checked.
Lifshitz et al., (2007), conducted a study on ‘Self-concept,’ Adjustment to Blindness, and Quality of Friendship among Adolescents with Visual Impairments’.

**Objectives:**
- To study the adjustment to blindness and quality of friendship among adolescents with visual impairment on self concept

**Sample**—In this study the self-concept and quality of friendship of 40 adolescents with visual impairments (20 in public schools and 20 in a residential school) were compared to those of 41 sighted adolescents.

**Finding:**
- The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participants with visual impairments were higher in all domains except their fathers' concept of them.


**Objective:**
- This paper has two aims: to investigate the relationship of self-efficacy beliefs in terms of research on publication output; and, to identify the relationship of self-efficacy beliefs about research to the publishing outputs of neophyte lecturers.

**Findings:**
- The findings have implications both theoretically and practically. Theoretically, the research self-efficacy construct was shown to have four underlying dimensions and to be highly predictive of a measure of publication output.
- From a practical perspective, the items forming the research self-efficacy subscales could be a useful tool to promote discussion about the tasks a lecturer may need to perform during an academic career. Further, the items could be ranked in terms of their discriminative capacity and, as a result, be used as the basis for researcher development and interventions to promote improved research self-efficacy and therefore increased publication output.

Jodyanne Kirkwood, (2009), "Is a lack of self-confidence hindering women entrepreneurs?"

**Objective:**
Studies have concluded that men tend to have higher self-confidence than women and that this affects their entrepreneurial intentions. However, little is known about how self-confidence affects entrepreneurs in their start-up decision, and even less is understood about how it affects entrepreneurs’ decisions and actions in their ongoing business. The purpose of this study is to meet these two objectives by using a gender comparative approach.

**Sample**- A total of 50 entrepreneurs (25 women and 25 men) in New Zealand

**Tool**- The interview method was applied in a semi-structured format.

**Findings:**

Women exhibit a lack of self-confidence in their own abilities as entrepreneurs compared to men. This finding parallels results of prior research. Once in an established business, women relate to entrepreneurship less than men and do not feel comfortable calling themselves entrepreneurs. For some women, entrepreneurial self-confidence grew over their time in business. For other women, it appears to continue to act as a constraint – affecting their ability to access finance and curtailing their growth aspirations.

**Francesca Burton, Cathy Schofield, (2011) "Student confidence in using and applying research methods whilst studying within a sport and exercise discipline”**

**Objective:**

- This paper aims to investigate the confidence of foundation degree (FdSc) and top-up degree students in using and applying research methods within a sport and exercise discipline.

**Findings:**

FdSc and top-up students were most confident in using research literature and presenting research findings, respectively. Both FdSc and top-up students were least confident in data analysis. Compared to FdSc, top-up students were less confident in data analysis (FdSc: 3.4±0.29 vs top-up: 4.38±0.39, p<0.01), interpreting research findings (FdSc: 2.99±0.39 vs top-up: 3.62±0.42, p=0.02) and presenting research findings (FdSc: 2.90±0.17 vs top-up: 3.33±0.15, p<0.01).

Originality/value – Research methods are a defining feature of higher education degrees yet remain a challenging subject for many lecturers and students. Progression through FdSc and top-up programme provides an interesting transition with regard to research methods due to more diverse student cohorts and different research experiences. Limited insight into the experience
and confidence of students studying for sport related FdSc or top-up programmes, with regard to research methods, is currently available.

Maizam Alias, NurulAiniHafizahMohdHafir,(2009), The relationship between academic self-confidence and cognitive performance among engineering students

Objectives:
-To determine if there is any difference in the academic self-confidence of students given positive stimulus and negative stimulus
-To determine if there is any difference in the cognitive performance of students given positive stimulus and negative stimulus

Hypotheses:
-There is no statistically significant difference between the academic self-confidence of students given positive and negative stimulus
-There is no statistically significant difference between the cognitive performance of students given positive and negative stimulus

Sample-The sample for the study were selected using the stratified random sampling method where one polytechnic was chosen randomly from 20 polytechnics and 122 subjects were selected from this polytechnic. The data gathering tools were a GSC questionnaire, an ACS instrument and a cognitive test instrument.

Findings:
-The results indicate that cognitive performance among engineering students is improved when giving positive verbal input and the opposite is observed when given a negative verbal input.

Deirdre E. Russell-Bowie,(2012), Developing Pre service Primary Teachers ‘Confidence and Competence in Arts Education using Principles of Authentic Learning,Australian Journal of Teacher Education, Volume 37,1

Objectives:
-To learn effectively and develop their confidence and competence in arts education
-To prepare a framework for developing confidence in art education
-To provide face-to-face hours for pre service primary arts education

Findings:
- Few students indicated that they felt confident or competent in relation to arts education. They suggested a variety of approaches which would help them develop this confidence and these were compared with the planned content of the subject. At the end of the semester, most of the students agreed that they had developed confidence and competence in arts education.
- They listed key aspects of the subject that helped them achieve this confidence and competence and these included the assessment items and the practical tutorials and lectures.

Lisa A. Gross, Shanan Fitts, Tracy Goodson-Espy, Ann-Marie Clark, (2010), Self as Teacher: Preliminary Role Identification of the Potential Teaching Candidate

Objectives:
- To study the preliminary perceptions of self as teacher and examine how roles are identified, defined and constructed in the context of a tutoring lab that provides support to English Language Learners.
- To study Prospective candidates’ perceptions of their tutees, children whose cultural identities and backgrounds differ from their own, are also examined.

Finding:
- Findings indicate participants’ teaching identities and conceptualizations of their roles as teachers became more specific and elaborated over the course of the semester. Additionally, the significance of multiple practicum experiences in diverse settings for ongoing identity development and for developing knowledge about culturally and linguistically diverse school children was also clear.

Nicholas A. Gage and Kristin Lierheimer, (2011), Exploring Self-Concept for Students with Emotional and/or Behavioral Disorders as They Transition from Elementary to Middle School and High School

Objective:
- The purpose of this study was to identify how students with EBD (Emotional Behavioral Disorder) reported on their self-concept, how that view changed over time as students transitioned from elementary to middle and high school, and what factors contributed to the inter and intra individual self-concept differences.

Findings:
- Of note, based on the mean values in Table 1 are the high levels of academic, social, and overall self-confidence. The mean scores are very near the ceiling of the measure (15), indicating that most of the students have very high levels of self-concept and that those levels remain high as the students transition into middle and high school. Although all of the correlations were significant at the $P = .05$ level, the significant correlations were not flagged in the matrix for two reasons: (1) significant correlations were not related to the research questions, and (2) the correlation significant values are a function of the sample size.

- The confirmatory factor analysis was developed to empirically verify the latent construct self-concept from the observed dependent variables.

**Goel Manisha, Aggarwal Preeti, (2012), A Comparative Study of Self Confidence of Single Child and Child with Sibling.**

**Objectives:**

- To study the self confidence of single child
- To study the self confidence of sibling child

**Hypothesis:**

- There is no significant difference between self confidence of single child and child with sibling.

**Sample**- For the purpose of study 80 children were being selected on random sampling basis out of cluster of students of class IX and X. in the area of NCR. Out of which 40 students were single child and 40 students were children with sibling.

**Tool**- For the purpose of study Agnihotri’s Self Confidence Inventory (ASCI) by Dr.(Miss) Rekha Agnihotri was administered to the sample.

**Findings:**

- The analysis of data revealed that the children with sibling have more self-confident than single children.
- There is significant negative relationship between sense of alienation and lack of self-confidence. If the sense of alienation is high, the level of self-confidence is low.

**Dureja Gaurav and Singh Sukbir, (2011), Self-confidence and decision making between psychology and physical education students: A comparative study**

**Objectives:**
- To establish the difference between psychology and physical education students on the variable self-confidence.

- To establish the difference between psychology and physical education students on the variable decision making.

**Hypothesis:**

- Indicated that there would have been no significant difference between psychology and physical education students on the variable self-confidence.

- Indicated that there would have been no significant difference between psychology and physical education students on the variable decision making.

**Sample**: A total of eighty (N = 80) male subjects participated; forty (N = 40) psychology students and forty (N = 40) physical education students from various affiliated colleges of Punjab University, Chandigarh were randomly selected for the collection of data. The age of the subjects ranged between 19 to 25 years.

**Tool**: Self-confidence was measured by applying self-confidence questionnaire and decision making was measured by applying decision making questionnaire.

**Findings:**

- The results revealed significant difference with regard to variable self-confidence between psychology and physical education students. However, the results with regard to the variable decision making were found statistically significant between psychology and physical education students. Physical education students have better self-confidence and decision making level as compared to their counterpart psychology students.

**Shiroli Laxmikant B., (2011),** Influence Of The Motivational Techniques and Self Confidence on Performance A Study

**Objectives:**

- To study the effect of motivational techniques on performance.

- To study the effect of self confidence on performance.

**Hypothesis:**

- There would be significant effect of motivational techniques on the performance of players.

- There would be influence of self confidence on the sports performance.

**Findings:**
-It is observed that mean scores of high self confident group is higher than the low self confident, in both pre-test and post-test.
-There is a significant effect of all motivational techniques on the performance of high and low SC students in speed, flexibility, agility and strength tests. Motivation produced significant increases in performance of low SC players in endurance test also. Self confidence produced significant differences in endurance, strength, flexibility and agility tests: high SC players scored significantly high means.

Raweewat Rattanakoses, M. S. Omar-Fauzee, (2009), Evaluating the Relationship of Imagery and Self-Confidence in Female and Male Athletes.

Objectives:
- To test the relationship between imagery and self-confidence in athletes by use of a self-report of sports experiences. It was expected that females would have imagery and self confidence differences compared to males.
- To study the use of imagery can improve an athlete’s physical fitness level and performance so that a high level of imagery may be linked to self confidence.
- In addition, it is predicted that for both genders, imagery ability and self-confidence will positively correlate with the range of low to high scores on the questionnaires.

Sample- The selected population consisted of athletes who were students of the KhonKaen Sport School in Thailand, and who are studying and training in sports training programs 5 days a week. All the selected athletes (n=120), 71 (59.2%) were male and 49 (40.8%) were female. These athletes had different competitive sports backgrounds (e.g. football, weightlifting, handball, boxing, and tennis) and also took a break in training during the off-season of their programs.

Findings:
- This study shows that there is a correlation between males and females, as determined based on an ANOVA test which compared imagery and self-confidence. Subscale physical fitness levels consisted of medium, high, and highest levels, and all levels were significantly different ($F=15.760, P<0.001, df(2, 117)$) for imagery and significantly different ($F=6.088, P<0.05, df2, 117$) for self-confidence.
Patricia A. Chesser-Smyth & Tony Long, (2013), Understanding the influences on self-confidence among first-year undergraduate nursing students in Ireland

Objective:
-To report a mixed-methods study of the development of self-confidence in Irish nursing students undertaking the first year of an undergraduate nursing programmed.

Sample- The data was collected from sep.2007-April.2008 students at three different institutes of technology in Ireland

Tool- Self evaluation questionnaire and focus group interview were used.

Findings:
-There was considerable variation in the amount and nature of theoretical preparation. Factors in clinical practice exerted the most influence. Self-confidence fluctuated during the first clinical placement and as students’ self-confidence developed, simultaneously, motivation towards academic achievement increased.
-Conversely, self-confidence was quickly eroded by poor preceptor attitudes, lack of Communication, and feeling undervalued.

Safa Mohammad Al-Hebaish ,(2012), The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course.

Objective:
-To study the correlation between general self-confidence and achievement in the oral performance test of undergraduate female English majors.

Findings:
-The findings mentioned importance of self-confidence in speaking a foreign language. Self-confident learners are ready to speak in public. They work hard, perform well and accordingly, achieve academic progress. On the contrary, the issue of developing oral communication skills becomes problematic when learners suffer from a lack of self-confidence. Low confident learners feel uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general.
Singh, T. and Kaur, P., (2008), Effect of Meditation on Self Confidence of Student- Teachers in Relation to Gender and Religion.

Objectives:
-To study the effect of meditation on self confidence of male and female student teachers.
-To study the effect of meditation on self confidence of hindu religion and other religion.

Hypothesis:
-There will be no significant effect of Shaktipat Meditation on self confidence.
-There will be no significant effect of meditation, gender & their interaction on self-confidence by taking pre- self-confidence as covariate.
-There will be no significant interaction effect of meditation and gender on self-confidence by taking pre-self-confidence and pre general intelligence as covariates.
-There will be no significant effect of meditation, religion and their interaction on self-confidence by taking pre- self-confidence as covariate.
-There will be no significant interaction effect of meditation and religion on self-confidence by taking pre-self-confidence and pre general intelligence as covariates.

Findings:
-There was no significant effect of religion on self confidence when pre self confidence was taken as covariate. It means that both Hindu and Sikhs student- teachers have equal level of self-confidence. No study was found which examined the relationship of religion and self confidence.
-There was no significant effect of interaction between meditation and gender; and meditation and religion on self confidence when pre self confidence was taken as covariate. It means that male and female (gender); and both Hindu and Sikhs (religion) student- teachers have equally benefited from meditation.
-Same results regarding interaction between meditation and gender; and meditation and religion on self confidence were found, when pre- self confidence and pre general intelligence were taken as covariates. It means that male and female (gender); and both Hindu and Sikhs (religion) student- teachers have equally benefited from meditation when pre- self confidence and general intelligence were controlled.

**Objective:**
- To study the difference in self confidence of male and female on a feminine task.

**Hypothesis:**
- Females would possess more self-confidence in their ability at cheerleading and its various subtasks than would males, and that cheerleaders would rate their sport as less gender-stereotyped than would non-cheerleaders.

**Findings:**
- Findings suggest that males possess greater confidence than females on overall athletic ability. Although many male subjects were not very confident with their cheerleading ability, most were extremely confident in their overall athletic ability. Although males may get a later start at cheerleading than females do, they may participate in other sports and gain confidence in their overall athletic ability.

- The responses on this more general statement are more consistent with findings in other studies on gender differences in self-confidence.

By considering gender and confidence with a feminine sport task, the current study fills a gap in the literature. Of course, many questions remain unanswered.

**3.8 Observation**

The investigator reviewed the related literature in detail and she came to know certain points which are mentioned below:

- Gender, area, experience, achievement, stress and sports are the variables which almost used by the investigators.
- From above mentioned references one can observe that some of the investigators got the significant difference in the variables.
- Some of the investigator did not find the reliability value.
- Sharma’s self concept inventory, Basavanna’s self confidence inventory, Assertive communication scale by Sudha and Satyanarayan, Emotional maturity scale by Singh and
Bhargav, Student’s stress scale by Deo, vocational indecision scale by Kathuriya, Rekha Agnihotri’s self confidence inventory etc. were used in the past studies. Hence, In this study the investigator will construct and standardized the self confidence scale of teachers and will find out its reliability and validity.

3.9 Significance of the study
With the help of detailed observation of the past studies, the present study is very much important and it differs keeping the below points in mind from others.

- The present study is based on the self confidence of the teachers while referring the past studies those were related to the students.
- The investigator is going to construct and standardized the self confidence scale.
- This scale can provide the information that how much self confidence the teachers possess.
- This scale will help in determining the programmes for increasing the self confidence of the teachers.
- This scale can help in providing the data for upgrading the aims of education because it’s directly related to the teachers.

3.10 Conclusion
After surveying various research studies and comprehensive discussion of related researches, the investigator was enlightened for the future planning of the study. The investigator will try to add many beneficial things to the existing store of knowledge.

The investigator has explained about the review of related literature. The investigator states the meaning, definition, aims, objectives, importance of the review of related literature and how investigator’s view of study is different or similar to past researches.

In the next chapter, the investigator will discuss the base of the research and research design.